Flowers, N., Mertens, S., & Murtall, P. (1999). The Impact of Teaming: Five Research-Based Outcomes. Middle School Journal, 31(2), 1-6.

Teaming in middle schools is a widely accepted practice, so why wouldn’t it be also a good practice to use with students in learning communities.

Parallels can be made here.

COMMON PLANNING TIME MAKES A BIG DIFFERENCE

Common planning time is a critical component of interdisciplinary teaming, which is defined as a group of teachers from different subject areas who plan and work together and who share the same students for a significant portion of the school day. Interdisciplinary teaming is intended to create a context that enables students and teachers to know one another better and allows teachers to better support and understand the educational needs of students. Teams generally focus on creating coordinated lesson plans, share and discuss student progress, problems and issues, and integrate subjects around a central theme or issue.

A critical finding of this research and the work of others in the field is that for interdiscipli- nary teams to be effective, they need regular time to plan and work together as a group (i.e., common planning time). Unlike individual planning time, common planning time enables teachers to meet together as a team to discuss team, student, and curricular issues.

The implementation of teaming in a school accomplishes many things: creating smaller learning communities, enabling teachers to better know students, and eliminating the anonymity at school.

TEAMING IMPROVES WORK CLIMATE

Teaming schools have a more positive work climate.

A school that puts a priority on fostering respectful relationships among students and teachers, as well as encour- aging positive interactions between students, is one that will succeed in creating an environ- ment that is supportive and engaging for student learning. If teachers are more satisfied with their work, they are more likely to reflect that attitude to others which creates a more posi- tive work environment.

Teachers from teaming schools believe that they receive recognition for their accomplishments more often, believe that staff are more committed to their work, and have a more refined sense of what is expected of them in the school.

but less than most of the time. Teachers in schools that are engaged in teaming feel a stronger affiliation and support network with their fellow team members and thus are more satisfied with their working climate.

TEAMING INCREASES JOB SATISFACTION

Teaming schools have higher teacher job satisfaction.

forming middle level school. Thus, positive changes in teacher job satisfaction can be consid- ered an immediate outcome of teaming, an improvement in school functioning that occurs prior to, or in conjunction with, the long-term goal of affecting student achievement.

TEAMING IS ASSOCIATED WITH HIGHER STUDENT ACHIEVEMENT

Teaming schools have higher student achievement scores.

teaming schools provide a more positive working climate for teachers, engage in more fre- quent contact with parents, report more positive teacher job satisfaction, and finally, exhibit higher student achievement scores